**Instructional Technology Evaluation**Checkpoint #1 Time Period: BOY - Dec. 9, 2011

**Checkpoint #2 Time Period: Dec. 12, 2011 - March 30, 2012**

Checkpoint #3 Final Time Period: April 2, 2012 – EOY

Checkpoint #2 comments for each category are based on:

1. Artifacts and evidence available in the evaluation folders maintained by each ITS.

- Examples listed for each domain in the Evaluation Guide document (<http://rrisd-its.wikispaces.com/file/view/Facilitator%20Eval_12%20-%20Guide.docx> ))

- Technology Experts in Schools: Teacher Leaders or Technicians? (<http://blogs.edweek.org/teachers/leading_from_the_classroom/2011/10/technology_experts_in_schools_teacher_leaders_or_technicians.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+LeadingFromTheClassroom+%28Leading+From+the+Classroom%29>)

2. Technology showcase "Getting I.T. Right!" web presence for each campus to which each ITS is assigned:

- At least 1 item every two weeks per campus

- Includes postings that are instructional and student centered

3. Campus sign-in sheet (if applicable)

4. Input from campus principal (if possible at this time).

5. Keep in mind:

* this is a way to show what evidence is documented
* this is a quick way to "label" the type of evidence
* more than one item can be circled for each
* this is NOT a rubric where the left item is bad, the last item is good, and everything in the middle is so, so (Disclaimer: too many No Evidence would not be a good thing.)

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| |  |  | | --- | --- | | **1.0 Leadership:** *"Teacher leadership experiences at the department, grade, or school level add an essential level of credibility for working with teachers."*How would you rate yourself for this Domain?:  1 2 3 | Circle any and all that apply. (Note: Highlight item if doing this digitally.)  More than one item can be circled in each row if documented evidence/artifacts. | | Role on the campus leadership team | No Evidence…..Participatory…..Leadership | | Leadership role among the ITS's | No Evidence…..Technical…..Curriculum…..Social/Collaborative | | Leadership opportunities beyond the expected ITS role that moves technology integration to a higher/deeper level | No Evidence…..Support…..Participatory…..Leadership | | Campus and/or District meetings while modeling exemplary instructional strategies | No Evidence…..Support…..Technical…..Curriculum | | Recommendations guiding leadership decisions | No Evidence…..Technical…..Curriculum | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | | **2.0 Strategic Planning:** *"today's technology specialist is often faced with balancing a variety of maintenance, instructional, staff development, and leadership challenges." "instructional and staff development role, rather than being only the repair person."*How would you rate yourself for this Domain?:  1 2 3 | Circle any and all that apply. (Note: Highlight item if doing this digitally.)  More than one item can be circled in each row if documented evidence/artifacts. | | Role in the development of the Campus Improvement Plan | No Evidence…..Support…..Participatory…..Leadership | | Supported TA TEKS integration and alignment as defined by the Instructional Technology Improvement Plan (K – 8) | N/A…..No Evidence…..Support…..Participatory…..Leadership | | Support professional learning communities/academies (9 – 12) | N/A…..No Evidence…..Support…..Participatory…..Leadership | | Role in the development of the Department Improvement Plan | No Evidence…..Support…..Participatory…..Leadership | | Personal learning opportunities leading to individual leadership growth (credibility, effectiveness, and knowledge of trends in technology) | No Evidence…..Technology…..Curriculum…..Leadership | | Role in grant applications and/or initiatives | No Evidence…..Support…..Participatory…..Leadership | | Professional Development offered on your campus(es) | No Evidence….. Productivity….. Instructional | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | | **3.0 Customer and Stakeholder Focus (All stakeholders except Staff)** How would you rate yourself for this Domain?:  1 2 3 | Circle any and all that apply. (Note: Highlight item if doing this digitally.)  More than one item can be circled in each row if documented evidence/artifacts. | | Supported, modeled, and enforced District AUP, CIPA, FERPA, Cybersafety | No Evidence….Parents….Community….Students….Others | | Training and support for stakeholders addressed in this domain (i.e. parents, community, students, etc.) | No Evidence….Parents….Community….Students….Others | | Support for after school events, PTA, Parent Centers, Parent Summit/Celebration of Families, robotics club, etc. | No Evidence….Parents….Community….Students….Others | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | No Evidence….Parents….Community….Students….Others | | **4.0 Information and Analysis:**. *"It is critical for the technology specialist to understand the needs of the students, teachers, and administrators. What affects student achievement at the school? What are the technology proficiencies of various teachers and how does each team view technology's role in their instruction? Which administrators are more technology savvy? The technology specialist must understand these issues in order to design appropriate and effective planning and collaboration efforts."* (Article: Technology Experts in Schools) How would you rate yourself for this Domain?:  1 2 3 | Circle any and all that apply. (Note: Highlight item if doing this digitally.)  More than one item can be circled in each row if documented evidence/artifacts. | | STaR Chart | No Evidence….Completed…..Analyzed…..Utilized | | Part played in student/campus data collection and/or performance results (Collected and analyzed data to increase student achievement) | No Evidence…Support Role...Technical Role...Curriculum Role | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | | **5.0 Staff Focus:** *"A technology specialist who views technology skill building as only the beginning of professional development can help teachers grow to be better teachers and leaders. After all, technology is about teaching and learning. Successful technology gurus remember they are teachers and teacher leaders first, before being that "techie geek" that facilitates technology use in schools."* (Article: Technology Experts in Schools)How would you rate yourself for this Domain?:  1 2 3 | Circle any and all that apply. (Note: Highlight item if doing this digitally.)  More than one item can be circled in each row if documented evidence/artifacts. | | Posting of products/examples of lessons demonstrating technology integration (Getting I.T. Right Technology Showcase blogs) | No Evidence…Sometimes…Monthly…Bi-Weekly…Weekly | | Trainings for teachers/staff | No Evidence...Individual…Grade Levels / Teams Partial Campus…Majority of Campus | | Customer service documentation ("Raving Fans") | No Evidence….General….Specific....Extensive…. Technical….Curriculum | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | | **6.0 Management of Processes:**  *"The technology specialist navigates both teacher concerns and district/campus policies to maximize technology for learning in the classroom."* *"Teachers must know the proper procedures to follow to request assistance. The technology specialist must organize what gets addressed first based on specific criteria - most often what impacts immediate student instruction or ongoing school wide priorities, rather than individual teacher demands or personal expectations."* (Article: Technology Experts in Schools) How would you rate yourself for this Domain?:  1 2 3 | Circle any and all that apply. (Note: Highlight item if doing this digitally.)  More than one item can be circled in each row if documented evidence/artifacts. | | System for stakeholder feedback (surveys, polls, etc. for ITS performance) | No Evidence….Implemented…..Analyzed…..Utilized | | Managed hardware inventory and posted document | No Evidence…Partial…Completed | | Managed software inventory and posted document | No Evidence…Partial…Completed | | Computer descriptions labeled in ActiveDirectory | No Evidence…Partial…Completed | | Budget expenditures | No Evidence…Recommend…Maintain... Plan in place for future expenditures | | Relationships with other district departments (IS, MIS, PD, Assessment, etc.) | No Evidence…Evidence Available | | Action(s) taken as a result of previous year's appraisal. | No Evidence…#1-Leadership…#2-Strategic Planning… #3-Customer and Stakeholder Focus… #4-Information and Analysis…#5-Staff Focus… #6-Management of Process…#7-Team Results | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | | **7.0 Team Results** *"the technology specialist understands the teacher perspective that the most important thing to teachers are student needs, but successfully maintaining a school environment necessitates a more global understanding of school priorities and needs."* "Encourages teacher leadership and their instructional repertoire with technology." (Article: Technology Experts in Schools)How would you rate yourself for this Domain?:  1 2 3 | Circle any and all that apply. (Note: Highlight item if doing this digitally.)  More than one item can be circled in each row if documented evidence/artifacts. | | Accomplishments that you influenced. | No Evidence…Classroom… Department/Grade Level…Campus…After School Program | | Part played in increased student/campus performance results | No Evidence….Student Performance….Campus Performance…. Classroom Assessment….State Assessment | | Personal accomplishments (Teacher of the Year, Employee of the Month, "Busted Tail" Award, etc.) | No Evidence...Campus…Parents…Community…Peers…Others | | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | |

**Comments:**